


Primary EAL Assessment

May 24th 2022
4:00-5:00pm


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Objectives:

- ❖ Understand the purpose of different types of EAL diagnostic assessments to assess Speaking & Listening, Reading & Viewing and Writing
- ❖ Discuss and compare student assessment samples
- ❖ Use the EAL Reporting Resource to determine EAL proficiency levels based on student assessments



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Session Outline:

- ❖ **Context:**
 - EAL Learners
 - New Arrivals Program
 - Blackburn English Language School
- ❖ **How and what we assess**
 - Victorian F-10 EAL Curriculum and Reporting Resource
- ❖ **Case Studies**
 - A and B Level Students (Speaking & Listening/Reading & Viewing)
- ❖ **Activity**
 - A and B Level Writing Moderation

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Context:

EAL learners



EAL learners are a diverse group and their learning needs vary.

EAL learners include students:

- beginning school in Australia at any year level
- born overseas or in Australia
- beginning school with little, some or no exposure to English
- with schooling equivalent to that received by their chronological peers
- with little or no previous formal schooling in any country, or with severely interrupted education in their first language

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Context:**New Arrivals Program**

- Program for 6-12 months (depending on educational background and or refugee/ humanitarian status.
- Intensive EAL instruction for eligible students.
 - Hold a visa that entitles them to enrol in a Victorian government school.
 - Speak a language other than English as their main language at home
 - Have a level of proficiency in English, determined at the local level by a school or English language school, that requires intensive assistance to enable them to participate fully in mainstream classroom programs

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Context:

- Part of the New Arrivals Program (NAP) and provides intensive English language programs to primary and secondary aged newly arrived students from language backgrounds other than English (LBoTE).
- Focused learning environment that supports all students to reach their potential in English language development and aims to prepare them for the academic, behavioural and social challenges of mainstream schools or alternative learning pathways.

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What do we assess at the beginning of the program?

- Speaking and Listening
- Reading and Viewing
- Writing
- Learning Skills and Behaviours

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Beginning of Program

- Support students to settle into their new school and class environment.
 - Class Routines, Rules and Expectations
 - School Values
 - Survival English
- Determine students' level of EAL proficiency using the EAL Reporting Resource

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Initial Assessments

- Intensive English language program (20 weeks)
- By end of week 3 – students EAL proficiency level needs to be determined on EAL Reporting Resource
- Teachers use initial assessment data to plan for student learning using the EAL Curriculum content descriptions and elaborations for the identified language level

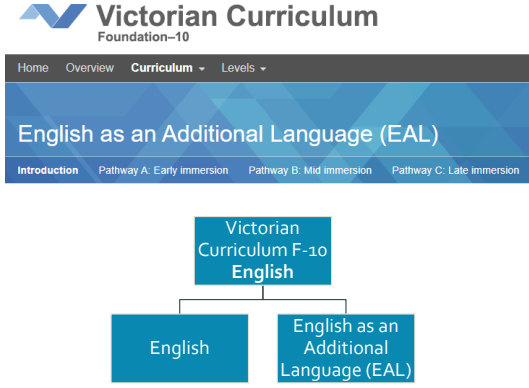
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Initial Assessments

- Mainstream assessments (e.g. English and Maths Online Interviews, PM or Fountas & Pinnell Literacy Assessments) are relevant to the Victorian F-10 English Curriculum
- EAL Assessments need to be aligned to the Victorian F-10 English as an Additional Language (EAL) Curriculum

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Victorian F-10 Curriculum



The screenshot shows the Victorian Curriculum Foundation-10 website with the following structure:

- Home | Overview | Curriculum | Levels
- English as an Additional Language (EAL)
- Introduction | Pathway A: Early Immersion | Pathway B: Mid Immersion | Pathway C: Late Immersion

The diagram below the screenshot shows:

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graph TD
    A[Victorian Curriculum F-10 English] --> B[English]
    A --> C[English as an Additional Language (EAL)]
  
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EAL Pathways

Pathway A: Early immersion

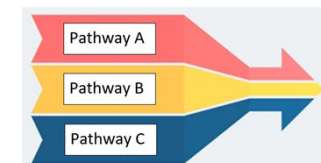
- A1 & A2
- Foundation to Year 2

Pathway B: Mid immersion (BL-B3)

- BL, B1, B2 & B3
- Years 3 to 8

Pathway C: Late immersion (CL-C4)

- CL, C1, C2, C3 & C4
- Years 7 to 10



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EAL Reporting Resource

➤ Supports the reporting of EAL students' progress who have not yet met the achievement standards of the Victorian Curriculum F-10

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Student Case Studies

Student A (age 7)

- Born: China
- Home language: Mandarin
- Arrived in Australia 1 month ago. Fully schooled in home country.
- Will enter mainstream in year 2 on Pathway A.

Student B (age 10)

- Born: Iran
- Home language: Persian
- Arrived in Australia 1 month ago. Fully schooled in home country.
- Will enter mainstream in year 5 on Pathway B.

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Speaking and Listening Assessments

➤ **Core Assessments:**

- Student Interview
- Picture Chat
- Story retelling (PM Levelled Reading Book)

➤ **Observations of:**

- Participation in oral language activities and interactions with peers and teachers (e.g. class discussions, games, chants, songs, shared reading, etc.)
- Listening behaviours and understanding of English in social and academic contexts (e.g. verbal and non-verbal responses, ability to follow instructions and understand requirements of tasks)

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Speaking and Listening Student Interview

Speaking and Listening Student Interview

Initial Speaking and Listening Assessment		
Student Name: <u>Johnny</u>	End of 1 st Term: _____	
Initial Assessment: <u>11.05.22</u>		
Questions Asked	Student Response	
How are you?	<u>I'm fine, how are you today?</u>	
What is your name?	<u>Johnny</u>	
How do you spell that? <input type="checkbox"/> As above	<u>J-O-N-N-Y</u>	
How old are you? (When is your birthday?)	<u>7 years old</u> <u>October 11</u>	
Where are you from? (What language do you speak?)	<u>China</u> <u>Chinese</u>	
Who is in your family? (Who do you live with in Australia?) <input type="checkbox"/> As above	<u>my brother, my dad & my mom and me!</u>	
What do you like to do? (What don't you like to do?)	<u>Play with my brother</u> <u>Roller 'school' (skates?)</u> <u>My brother is a soccer</u>	
Have you been to school in Australia? (How long have you been in Australia? Why did you come to Australia?)	<u>39 days!</u>	

Observations:

Responds with non-verbal language (e.g. nod)	<input checked="" type="checkbox"/>	Uses appropriate eye-contact	<input checked="" type="checkbox"/>
Gives basic information about self	<input checked="" type="checkbox"/>	Uses comprehensible pronunciation	<input checked="" type="checkbox"/>
Responds with single words	<input checked="" type="checkbox"/>	Uses intonation and/or gestures to enhance meaning	<input checked="" type="checkbox"/>
Uses learned formulas (e.g. My name is...)	<input checked="" type="checkbox"/>	Asks for repetition/clarification	<input checked="" type="checkbox"/>
Understands question forms (What, How, Who, Where, When)	<input checked="" type="checkbox"/>	Elaborates on responses	<input checked="" type="checkbox"/>

General Comments:

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Learning skills and behaviours

Examples from the EAL Reporting Resource:

- ❖ Use some basic communication and learning strategies to participate in and sustain interactions in English.
- ❖ Use classroom resources such as picture cards or other visual texts to help them communicate.
- ❖ Use vocabulary lists, modelled texts and familiar texts to find out how to write new words.
- ❖ When listening to texts read aloud, they listen for key words and for repetition of words and phrases.
- ❖ Show understanding of the basic purposes of texts, and choose texts appropriately.

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Writing Assessments

➤ Core Assessments:

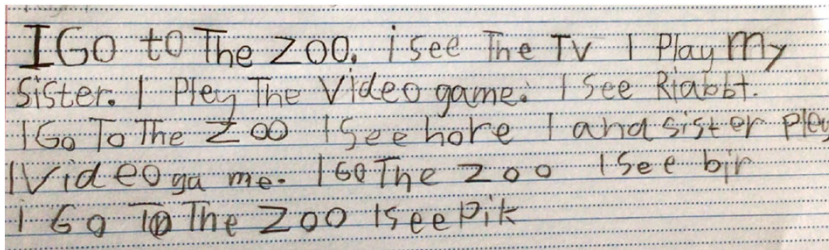
- Handwriting – Tracing or Copying Letters
- Description Writing (e.g. My Family, My School, My Classroom, About Me)
- Recount Writing (e.g. My Holiday or Weekend Writing)

➤ Observations of:

- Writing ability (e.g. pencil grip, posture, letter formation, etc.)
- Contributions to shared writing tasks
- Strategies used to spell, find vocabulary, plan and edit own writing

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Writing Moderation:



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Pathway B Years 3 - 6		
Level B1		
Mode Writing		
BEGINNING (B1.1)	CONSOLIDATING (B1.2)	ACHIEVED (B1.3)
<p>At beginning Level B1 students:</p> <ul style="list-style-type: none"> • may draw on home-language writing conventions such as format, punctuation, and letter formation • use drawing as a means of expression • attempt to copy writing in English from other sources, for example environmental print, other students, the teacher's model • will observe shared writing tasks, watching as the teacher writes but most likely will not contribute because of their limited English • may exhibit limited concentration during shared writing tasks • talk about their writing and pictures drawing on their oral English language and may use their home language with same-language peers or bilingual teacher. 	<p>At consolidating Level B1 students:</p> <ul style="list-style-type: none"> • begin to form letters and place text appropriately • communicate their ideas and experiences simply through writing, drawing, copied or dictated texts • demonstrate knowledge of some sound-letter relationships, and show evidence of some planning • produce writing that reflects their use of oral structures • demonstrate some awareness of conventions of different basic written genres which change according to context and purpose, drawing on some home-language writing conventions • write or draw for specific audiences • write simple sequenced descriptions, recounts, and procedures, following models • link ideas using common conjunctions and show awareness of the need for basic punctuation 	<p>At Level B1 Achievement Standard students:</p> <ul style="list-style-type: none"> • write and present simple texts for a variety of basic classroom and personal purposes • communicate familiar ideas, events and experiences, writing simple narratives, recounts, descriptions and reports, with support • use some of the basic structures and features common to these text types, demonstrating their beginning awareness that purpose influences the way texts are written and presented • produce written texts that incorporate the basic grammatical features of their spoken English • spell some common words correctly and their attempts at spelling show a beginning understanding of the patterns of English letter-sound relationships • use some simple strategies for spelling words, such as checking word lists or books • plan and edit their texts, providing additional information through visual images, with support • use the basic features of computer software applications to write and present their texts
<p>A student who has achieved the B1 standard will continue on Pathway B to Level B2 of the EAL curriculum. At the end of Year 6, all students who are working within the B1 range or who have achieved the B1 standard will transition to Pathway C in Year 7.</p>		

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Writing Sample: Pathway A

- Read the writing sample.
- Notice what the student can do.
- Use the EAL Reporting Resource to determine an approximate EAL level (keeping in mind it is only 1 sample of student work):
beginning .1, consolidating .2 or achieved the standard .3

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Writing Sample: Pathway B

- Read the writing sample.
- Notice what the student can do.
- Use the EAL Reporting Resource to determine an approximate EAL level (keeping in mind it is only 1 sample of student work):
beginning .1, consolidating .2 or achieved the standard .3

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Pathway A Foundation – Year 2		
Level A1		
Mode Writing		
BEGINNING (A1.1)	CONSOLIDATING (A1.2)	ACHIEVED (A1.3)
<p>At beginning Level A1 students:</p> <ul style="list-style-type: none"> • do not produce English print and may show little interest in writing and/or • draw pictures to communicate meaning and may discuss their pictures using labels or a simple phrase and/or • may have difficulty with the mechanics of writing, for example, they might not be used to holding pencils or crayons and making 'marks' on the page, depending on prior experiences. 	<p>At consolidating Level A1 students:</p> <ul style="list-style-type: none"> • attempt to copy writing from other sources, for example environmental print, other students, the teacher's model • use drawing as a means of expression • observe shared writing tasks, including watching teacher writing, but demonstrate limited active participation or use of English in these activities • may exhibit limited concentration during shared writing tasks • talk about their writing and pictures drawing on their oral English language and may use their home language with same-language peers or bilingual teacher • will need to develop concepts like the directionality of English script (left to right) that differ from their home-language script. 	<p>At Level A1 Achievement Standard students:</p> <ul style="list-style-type: none"> • communicate their ideas and experiences simply through drawings, copied writing, dictated texts and their own basic writing, showing evidence of a developing understanding of the writing process • contribute to shared writing activities • demonstrate an early awareness that written texts in English are presented through conventions, which change according to context and purpose • write and draw for basic purposes and, with support, produce simple descriptions, recounts and procedures • produce writing that reflects their oral structures and they link ideas using basic conjunctions • show awareness of the need for basic punctuation • demonstrate knowledge of some sound-symbol relationships • show evidence of some basic planning • model their writing on shared writing activities and published texts, often copying words or phrases from books or word lists • form letters and place text appropriately on the page • use basic features of software applications to write and present their texts.

A student who has achieved the A1 standard will continue on Pathway A to Level A2 of the EAL curriculum. At the end of Year 2, all students who are working within the A1 range or who have achieved the A1 standard will transition to Pathway B in Year 3.

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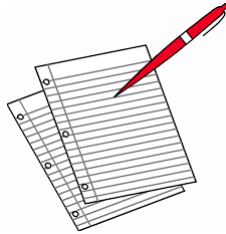
Pathway B Years 3 - 6		
Level B1		
Mode Writing		
BEGINNING (B1.1)	CONSOLIDATING (B1.2)	ACHIEVED (B1.3)
<p>At beginning Level B1 students:</p> <ul style="list-style-type: none"> • may draw on home-language writing conventions such as format, punctuation, and letter formation • use drawing as a means of expression • attempt to copy writing in English from other sources, for example environmental print, other students, the teacher's model • will observe shared writing tasks, watching as the teacher writes but most likely will not contribute because of their limited English • may exhibit limited concentration during shared writing tasks • talk about their writing and pictures drawing on their oral English language and may use their home language with same-language peers or bilingual teacher. 	<p>At consolidating Level B1 students:</p> <ul style="list-style-type: none"> • begin to form letters and place text appropriately • communicate their ideas and experiences simply through writing, drawing, copied or dictated texts • demonstrate knowledge of some sound-letter relationships, and show evidence of some planning • produce writing that reflects their use of oral structures • demonstrate some awareness of conventions of different basic written genres which change according to context and purpose, drawing on some home-language writing conventions • write or draw for specific audiences • write simple sequenced descriptions, recounts, and procedures, following models • link ideas using common conjunctions and show awareness of the need for basic punctuation • model their writing on shared writing activities and published texts, and use some basic strategies, such as copying words or phrases from lists, using illustrations, and asking how to write a word • contribute to whole-class or small-group shared writing activities. 	<p>At Level B1 Achievement Standard students:</p> <ul style="list-style-type: none"> • write and present simple texts for a variety of basic classroom and personal purposes • communicate familiar ideas, events and experiences, writing simple narratives, recounts, descriptions and reports, with support • use some of the basic structures and features common to these text types, demonstrating their beginning awareness that purpose influences the way texts are written and presented • produce written texts that incorporate the basic grammatical features of their spoken English • spell some common words correctly and their attempts at spelling show a beginning understanding of the patterns of English letter-sound relationships • use some simple strategies for spelling words, such as checking word lists or books • plan and edit their texts, providing additional information through visual images, with support • use the basic features of computer software applications to write and present their texts

A student who has achieved the B1 standard will continue on Pathway B to Level B2 of the EAL curriculum. At the end of Year 6, all students who are working within the B1 range or who have achieved the B1 standard will transition to Pathway C in Year 7.

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Objectives:

- ❖ Understand the purpose of different types of EAL diagnostic assessments to assess Speaking & Listening, Reading & Viewing and Writing
- ❖ Discuss and compare student assessment samples
- ❖ Use the EAL Reporting Resource to determine EAL proficiency levels based on student assessments



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FAQ – How often do we assess?

- Entry level (by end of Week 3 of the student's first term)
- End of 1st term (and end of subsequent terms if on 12-month program)
- Exit level (end of program)
- Revisit core assessments and include formative assessments throughout units of work each term

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FAQ – How do we ensure all teachers are assessing students accurately?

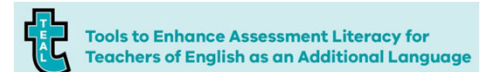
- Frequent moderation sessions of student work samples in Speaking & Listening, Reading & Viewing and Writing.
- Professional Learning Communities (PLCs) using the EAL Reporting Resource to discuss student progress and achievement.
- Making links to the EAL Curriculum in our planning documents.
- Reviewing Student Achievement Data regularly and targeting learning to meet individual student need across classes.

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FAQ – What other resources are available to assess new arrival students?

- Language and Learning Interview (FUSE)
- TEAL (Tools to Enhance Assessment Literacy for EAL Learners)

Victorian Curriculum F-10 EAL
A closer look at the Language and Learning Interview



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